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ABSTRACT

Presented is a curriculum guide for preschool children with cerebral palsy, severe speech and language difficulties, trainable and educable mental retardation, and emotional difficulties. Minimum specific objectives in the domains of social self-help, communications, and psychomotor development are color coded according to handicap. Suggested are sample activities correlated to the specific objectives. For example, to teach the child to kick a ball without falling (psychomotor objective 8), the following activities are suggested: "Holding the student's leg, move it forward as to kick the ball in front of him. Have a ball in front of you and one in front of the student. Try to get him to model you kicking the ball." The appendix lists 5 nonhandicapped curriculums and 33 further references. (CL)

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# Las Palomitas Preschool for the Handicapped

## Guide

EC 072 816

# CURRICULUM GUIDE FOR

# LAS PALOMITAS, EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED

FIRST CHANCE PROJECT

FUNDED BY BUREAU FOR THE HANDICAPPED

JOY A. BROWN, ED.D., DIRECTOR

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Master Teachers

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TABLE OF CONTENTS

FOREWORD----------1

PHILOSOPHY---------- 2

GOALS---------- 3

DEFINITIONS---------- 4

DIRECTIONS---------- 5-6

DOMAINS

Communications---------- 7

Psychomotor---------- 8

Social Self-Help---------- 9

ACTIVITIES

Communication----------10-11

Psychomotor----------12-13

Social Self-Help----------14-15

APPENDIX----------16

REFERENCES----------17-19

# FOREWORD

Early Childhood Education is an area of current concern. Federal legislation supports programs for yo
families on the premise that education is a means of combatting poverty. Working mothers are increasing i
accelerating divorce rates or from the necessity of both parents working to meet rising costs of living. The
provision for their children which will stimulate and provide comprehensive services while the mother is wo

Head Start and other programs have provided information regarding the impact of early learning experi
development of the child. Research has focused on self-concept, social and motor skills, emotional and phy
concerns have been when to teach, how to teach, and what to teach. The important role of parents as teache
Research data has brought out the point of view that early education of the handicapped can alleviate some ha
handicaps, and help other children make fuller use of their potentials.

Based on the belief that all handicapped children can function at a higher level if appropriate interventio
"First Chance" programs were developed. Supporting funds for these projects come from the Bureau of Ed
These model programs develop early childhood curriculum, disseminate new knowledge, provide inservice
establish outreach programs.

Las Palomitas Program for Early Childhood Education of the Handicapped is a First Chance project.
ed in 1972 at the Dove Learning Center, New Mexico State University, Las Cruces, New Mexico. This mo
unique features:

1. Children of various handicaps, such as cerebral palsy, severe speech and language difficulties
   emotional difficulties, are all integrated into the same classroom.
2. Non-handicapped children are included in the school population, and serve as models for the
3. Parents are required to spend a specific amount of time in the classroom, to attend training s
   as outreach workers in a Parent-Training-Parent Program.
4. Rural areas around Las Palomitas Project are served by the parents and staff of Las Palomit
5. Volunteers from the University and the community become actively involved with the project c

Las Palomitas has prepared a documentary film on its parent program, and has developed a curriculu
children. This curriculum can be used by both parents and teachers. It is divided into the curricular area
cross-divided for use by children with various handicaps. This curriculum was written in response to the
received for curricular guidelines. It is hoped it will help children to overcome being disabled by their ha
family, friends, and involved community personnel to see past the handicaps to the strengths and weakness
successes, which make all children "just kids".



Joy A. Brown, Ed.D., Di
Las Palomitas, Early Chil
Education for the Handicap

# FOREWORD

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Joy A. Brown, Ed.D., Director
Las Palomitas, Early Childhood
Education for the Handicapped

6

# PHILOSOPHY

We believe that all children without regard to sex, economic status, mental or physical condition, creed, or race, have an inalienable right to an education commensurate with their capacities of learning.

We further believe that the developmental period between the ages of two and five years includes some of the most important years in the life of the learner. Therefore a preschool for the handicapped is of the greatest importance in these early developmental stages.

We further believe that parental training and involvement through participation in the classroom will provide a more consistent learning environment for the students, and will provide a better understanding of our total educational system.

## G O A L S

1. The general community will develop a more positive attitude toward handicapped preschool children.

2. The handicapped preschool child will develop a more positive self-image.

3. The handicapped preschool child will be capable of entering a public school program commensurate to his abilities.

4. To prevent the institutionalization of preschool handicapped children.

5. The parents of the preschool handicapped child will take an active role in the education and/or training of the students in the class. Thus the parents will gain a better understanding of their child.

## DEFINITIONS

1. Trainable Mentally Handicapped - a mentally retarded person who is capable of only very limited meaningful achievement in traditional basic academic skills but who is capable of profiting from programs of training in self-care, and simple job or vocational skills.

2. Educable Mentally Handicapped - refers to mentally retarded children who are usually capable of learning basic functional academic skills such as reading and arithmetic; the adult educable retarded usually maintain themselves independently or semi-independently in a community.

3. Cerebral Palsy - a disorder dating from birth or early infancy, non-progressive, characterized by examples of aberrations of motor function.

4. Speech Handicapped -

   Chronologically: The child shows a marked delay in speech development, and/or acquisition.

   Articulation: Whether due to organic or psychological conditions there is difficulty for the learner in verbally producing language whether it be in tone, rate, pitch, loudness, or quality.

5. Behavior Disorder - impaired or abnormal development of internalized controls or mechanisms with which the individual can effectively cope with the natural and social demands of his environment.

6. Experientially Deprived - a learner whose proficiency level can be raised to a less handicapping level when supportive environmental experiences are provided.

DIRECTIONS:

This curriculum guide was prepared as a guide for a preschool class with a population of learners with various handicaps. The objectives for each of the three curriculum domain --- Social Self-Help, Communications, and Psycho-Motor --- are divided into sections pertinent to specific handicaps. The cut-out covers are color coded by handicap:

Trainable Mentally Handicapped--------Blue

Educable Mentally Handicapped-------- Green

Cerebral Palsy----------Brown

Speech Handicapped----------Yellow

Behavior Disorder----------Orange

Experientially Deprived----------Red

With the proper cover card in place a list of minimum objectives will be visible.* It is important to note that the list represents the minimum number of objectives expected of the learners. Some of the learners may be expected to accomplish higher objectives than listed for their general ability group. At this point instruction will proceed to focus on the next highest numbered objective that is just above the learner's general ability group. In the event a learner succeeds in completing all the objectives in a given domain, the learner is transferred to one of a number of good non-handicapped preschool curriculum guides. Several of these are listed in the appendix.



* Note: Document has been altered slightly by ERIC to make photographing this document possible.

DIRECTIONS (cont.):

The Sample Suggested Activities are numbered to correlate to the objective numbers --- P-1 objective matches P-1 activities and so on. These activities are not all inclusive, they are only sample activities, they are to act as "sign posts" to other activities the teacher can create that will also accomplish the objective.

COMMUNICATION

The Learner Will:

C 1. express himself through verbalization or gestures well enough to make his needs and wants known.
C 2. follow simple, concise directions.
C 3. attend to verbal communication when directed to him or in a small group.
C 4. imitate simple sound and/or sequential sound patterns when provided by another person.
C 5. say own name when asked "Who are you?" or "What's your name?"
C 6. have a verbal vocabulary of 100-500 words when recorded over a period of two days.
C 7. attend to short stories and/or music when presented no more than ten minutes.
C 8. speak in simple, complete sentences, using at least three words: I want that, I see that.
C 9. count serially to 5.
C 10. count serially to 10.
C 11. will match three primary colors of blue, red, yellow and/or basic shapes of circle, square, triangle.
C 12. use comparative words such as big-little, long-short, fat-thin.
C 13. will use inclusive words as all, none or words such as some, part.
C 14. use relational terms such as up-down, in-out, over-under, through-around, when directed a related question-"Where is the block?"-"It is in the cup."
C 15. identify periods of day-morning-noon-afternoon-night-by activities occurring during that time-"We go to bed at night. We eat lunch at noon."
C 16. use affirmative and 'not' statements:("This is a book, this is not a bell", when presented the object or asked an identification question.
C 17. recite and identify days of week.
C 18. identify penny, nickel, dime and quarter when presented the coin.
C 19. produce or demonstrate understanding of complex sentences: If this is big then it is not little. You may sit or lie down.

Trainable Mentally Handicapped

Behavior Disorder

Speech Handicapped

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Trainable Mentally Handicapped

Behavior Disorder

Speech Handicapped

Experientially Deprived

Educable Mentally Handicapped

Cerebral Palsy

## PSYCHO-MOTOR

The Learner Will:

P 1. move from sitting in a chair to a standing position by himself.
P 2. pick up an object off the floor without losing his balance and then regain an erect posture.
P 3. seat himself in a chair of proper size.
P 4. walk independently.
P 5. turn two - six (2-6) pages in a book by himself.
P 6. throw a ball in any direction, and of any distance.
P 7. imitate two teacher-made crayon marks on a piece of paper.
P 8. kick a ball without falling.

P 9. independently use a rocking chair.
P 10. turn one page at a time in a book.
P 11. be able to imitate a teacher-made crayon V stroke on a piece of paper.
P 12. walk the length of a six-inch-wide by ten-feet-long (6" x 10') board with aid of teacher.

P 13. independently walk up and down a flight of ten (10) stairs.
P 14. stand on one foot for a period of five seconds with aid of teacher support.

P 15. cut a piece of paper with scissors when the teacher holds the paper.
P 16. throw a ball with a predetermined direction established.
P 17. jump off an object twelve (12) inches above ground level and land on both feet without falling.
P 18. draw a ○ □ + in imitation of the teacher.
P 19. ,with one hand, bounce a ball two or more times.
P 20. walk the length of a six-inch-wide by ten-feet-long (6" x 10') board without aid.

Trainable Mentally Handicapped

Cerebral Palsy

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Trainable Mentally Handi-capped

Cerebral Palsy

Experientially Deprived

Behavior Disorder

Speech Handi-capped

Educable Mentally Retarded

## SOCIAL SELF-HELP

The Learner Will:

S 1. respond to his name by an alteration in body position or eye movement.
S 2. say own first name on request, but not in imitation.
S 3. participate activity in structured classroom activities.
S 4. observe the general routine of the classroom; for example, wash before lunch, nap after recess.
S 5. feed himself with spoon and drink independently from a cup.
S 6. independently go to toilet, manage clothing. clean self and flush fixture.
S 7. respond with appropriate courtesy rules: Thank you, Please, Excuse.
S 8. carry out simple errand for example, carry object from place to place on request, will be able to retrive item on request.

S 9. in a group of three or four people, wait for his turn in the activity.
S 10. greet strangers with verbal clues, for example, Hello, shakes hands.
S 11. wash hands and face without teacher aid.
S 12. clean nose with tissue when reminded by teacher.
S 13. manage all clothing appropriate for weather---- coats, hats, etc.
S 14. put on shoes or boots without aid from adult or teacher; learner is not required to lace.
S 15. pick his personal coat out of a group of six coats.
S 16. help with simple classroom tasks when asked, for example, clean the black board, empty trash, pick up papers.

S 17. relate feeling about self, others, or places.
S 18. play in cooperation with two or three other learners.
S 19. retell simple nursery stories from memory.
S 20. distinguish sexual differences, I am a boy --- you are a girl; I am a girl --- you are a boy.

Trainable Mentally Handicapped

Behavior Disorder

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Speech Handicap

SELF-HELP

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Trainable Mentally Handicapped

Behavior Disorder

Experientially Deprived

Speech Handicapped

Cerebral Palsy

Educable Mentally Handicapped

## SAMPLE SUGGESTED ACTIVITIES

C-1. (1) Demand verbalization or gestures to gain desired goal.
(2) Reinforce the child's verbal activity with pleasant consequence.

C-2 (1) Give a verbal direction to learner. Then physically demonstrate the direction to the learner.
(2) Activities might include: give me your hand, throw the ball, sit down.

C-3. (1) Talk directly to each student using his own first name when the learners are in small groups.
(2) Play "Simon Says" as an activity.

C-4. (1) Reinforce any verbal attempts of the student by smiling and repeating the learner's sounds.
(2) Use rewarding consequences for a verbal imitation. This reward may be a physical thing at first (raisins or peanuts) then later shifted to secondary rewards such as praise.
(3) Sometimes it may be necessary to work on physical imitation before verbal imitation is attempted.

C-5. (1) Ask the learner, "What is your name?"
(2) In a small group take turns having students say their own name.
(3) Use a fading technique: ask student what his name is, give the appropriate response, then gradually decrease the volume of the appropriate response.

C-6. (1) Place several objects in front of the student and ask him to name each.
(2) Ask the learner to name various foods placed before him.
(3) Ask student to retell events that have happened to him.

C-7. (1) Read short yet interest
every day. Let studen
(2) Play music and record
every day. Let studen

C-8. (1) Make up situation wher
verbalize for his needs
(2) Have the learner tell a
(3) Ask the student to rete
happened to him.

C-9. (1) Have the learner repea
count serially.
(2) Start with 2-3 objects
and count with him; bu

C-10. (1) Start with two colors;
color blocks, show the
blocks as to color, ha
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(2) Continue the same pro
three colors.
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C-11. (1) Using two items of exa
table and a crayon) gr
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## SAMPLE SUGGESTED ACTIVITIES

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C-7. (1) Read short yet interesting stories to students every day. Let students pick book.
(2) Play music and recorded stories to students every day. Let students select the records.

C-8. (1) Make up situation where learner will have to verbalize for his needs and wants.
(2) Have the learner tell about picture or puzzle.
(3) Ask the student to retell events that have happened to him.

C-9. (1) Have the learner repeat after you as you count serially.
(2) Start with 2-3 objects in front of the student and count with him; build up to number desired.

C-10. (1) Start with two colors; have several of each color blocks, show the child how to separate blocks as to color, have student separate the colors.
(2) Continue the same process in No. 1, using three colors.
(3) Give the student three color blocks and out of a group of ten blocks have him match the three original ones.

C-11. (1) Using two items of exaggerated differences (a table and a crayon) gradually decrease the differences, continuing to reinforce, "This is big and this is little".
(2) Long and short same as No. 1.
(3) Fat and thin same as No. 1.

SAMPLE SUGGESTED ACTIVITIES (cont.)

C-12. (1) Using blocks, model for the student 'all' to denote totality.
(2) Using blocks, model for the student 'few'.
(3) Part - none - some, same as No. 1.

C-13. (1) Using a small stuffed animal and cardboard box, place the toy on, in, under, beside the box.
(2) Do the same as No. 1, except use the student with a chair.

C-14. (1) Use pictures and have the learner group them as to night and day activities.
(2) Ask the learner such questions as: "When do we get up to go to school?" "When do we go to bed?"

C-15. (1) Shwoing student various objects, model verbally: "This is a book. This pencil is not a book."
(2) See C-6., No. 1 and 2.

C-16. (1) Each day explain what the name of that day is.
(2) Show the student a calendar, explain school days and their names.
(3) Ask student, "What is today's name?"

C-17. (1) Show the student a penny, nickel, dime and quarter. Explain the names of each and note the size differences.
(2) With coins in front of the student, ask him to pick out the penny, etc.

C-18. (1) Try to correct the student when he leaves out conjunctions in his sentences.
(2) Have the student verbalize as much as possible.

## SAMPLE SUGGESTED ACTIVITIES

P-1. (1) With the student sitting on the floor, hold a toy above his head. Encourage him to stand up.
(2) Gently lift the student from a sitting position to a standing position. Slowly reduce your help and let the student pull himself up with his own strength.

P-2. (1) Place an object on the floor and with the student in a standing position ask him to pick it up for you.
(2) Have the student help clean up the classroom by picking up toys and scraps of paper on the floor.

P-3. (1) Using two chairs have the student sit down into one chair as you sit into the other.
(2) Hold the student in a squatting position while you slip the chair under him.

P-4. (1) Have the student stand against a wall. Hold out a favorite toy in front of him just beyond his reach. Be ready to catch him.
(2) Have the learner grasp a doll's buggy, or a small chair for him to push.
(3) With two adults seated in chairs approximately three feet apart, have the student walk from one adult to the other. Gradually increase the distance between the chairs.

P-5. (1) When reading stories be sure the students see you turn the pages.
(2) Give the student several books they can look through.

P-6. (1) Sit on the floor facing the student. Have the student roll the ball back and forth with you. Lightly begin to throw the ball to the student.
(2) Have activities where the student trys to throw a ball into a large box.



P-7. (1) Demonstrate for the le
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sure to use large strol
(2) Hold the crayon in the
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(3) Make crayon marks on
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P-8. (1) Holding the student's l
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(2) Have a ball in front of
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P-9. (1) Seat the student in the
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(2) Seat the student in the
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him back and forth.

P-10. (1) Have the student turn
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(2) See P-5.

P-11. (1) Hold the crayon in the
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## SAMPLE SUGGESTED ACTIVITIES

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21

P-7. (1) Demonstrate for the learner how to make a mark on a piece of paper with a crayon. Be sure to use large strokes.
(2) Hold the crayon in the student's hand and make marks on the paper guiding the learner's hand.
(3) Make crayon marks on the paper. Encourage the student to imitate you.

P-8. (1) Holding the student's leg, move it forward as to kick the ball in front of him.
(2) Have a ball in front of you and one in front of the student. Try to get him to model you kicking the ball.

P-9. (1) Seat the student in the rocking chair and start the rocking motion for him.
(2) Seat the student in the rocking chair and sitting facing him, grasp his hands and gently rock him back and forth.

P-10. (1) Have the student turn the pages of the book you are reading.
(2) See P-5.

P-11. (1) Hold the crayon in the student's hand and make a "V" mark on his paper.
(2) Make a "V" mark on the student's paper. Encourage him to imitate you with his crayon.

22

PSYCHOMOTOR (cont.)
SAMPLE SUGGESTED ACTIVITIES (cont.)

P-12. (1) Hold student's hand and walk him down the board. Do not raise the board off the ground.
(2) Have two pieces of tape placed on the floor about one foot apart. Have the student walk between the pieces of tape. Slowly decrease the distance between the tapes.

P-13. (1) Stand behind the student facing the steps, lift each leg of the student's one at a time up to the next step. Gradually reduce your support.
(2) Hold the student's hand as you walk up the stairs.
(3) Show the learner how to properly use the handrail.

P-14. (1) Have the learner step over a broom handle held about three inches above the ground. Slowly increase the height to twelve inches above the ground.
(2) Let the student stand holding on to a chair. Grasp his leg and hold it off the ground. Encourage the student to try it by himself.

P-15. (1) Grasp the student's hand in which he is holding the scissors. Show him how to cut paper while you guide his hand.
(2) Have the student cut pieces of a small strip so that success will be easier.

P-16. (1) Stand learner facing you about five feet away and gently toss a ball back and forth between the two of you.
(2) See P-6.

P-17. (1) Place a piece of tape on the floor. Have the learner jump over the tape.
(2) Begin with the learner jumping from the height of approximately two inches. Increase the height slowly until the height of twelve inches is reached.

P-18. (1) See P-7. and P-11

P-19. (1) Demonstrate to the
a ball.
(2) Standing behind the
hands and bounce
(3) Have the student d
bounces back have
the ball.

P-20. (1) Have the student w
top of his head for
(2) See P-5.

S (cont.)

walk him down the board. Do
the ground.
placed on the floor about one foot
t walk between the pieces of tape.
tance between the tapes.

t facing the steps, lift each leg of the
up to the next step. Gradually reduce

as you walk up the stairs.
o properly use the handrail.

ver a broom handle held about three
d. Slowly increase the height to
ground.
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ight slowly until the height of twelve inches

P-18. (1) See P-7. and P-11.

P-19. (1) Demonstrate to the student how to bounce a ball.
(2) Standing behind the learner grasp his hands and bounce the ball with him.
(3) Have the student drop the ball, and as it bounces back have the student catch the ball.

P-20. (1) Have the student walk with an object on top of his head for better balance.
(2) See P-5.

23

24

## SAMPLE SUGGESTED ACTIVITIES

S-1. (1) Repeat the student's name as often as possible.
(2) Have the learner look at himself in the mirror. The teacher then says the student's name while pointing at the student.

S-2. (1) See C-5.

S-3. (1) Have the students participate in all classroom activities and classroom routines. Praise him for a job well done.
(2) Keep your activities at the same approximate time each day.
(3) Group your children as to ability and not by handicap.

S-4. (1) Keep consistent with your daily routines - washing hands before snacks, nap after recess, etc. - do them every day.
(2) Reward a student who follows classroom routine without having to be reminded.

S-5. (1) Hold your hand over the learner's hand on the spoon. Help him to guide the food on the spoon towards his mouth.
(2) Do same as above with his cup.
(3) Be sure to use food that will stick to the spoon.

S-6. (1) Show the learner how to flush fixture, wipe himself, and all of the other things involved in independent toileting.
(2) Take each step at a time and don't be in a hurry.
(3) Praise the learner as each step is completed.

S-7. (1) Demonstrate to the student when and how to use courtesy words.
(2) Reinforce a student when he is courteous.
(3) Be courteous yourself.

S-8. (1) Start with familia
Generally, the st
"Bring me your c
increase the diffi
(2) Have the student
befcre he does it.

S-9. (1) Encourage the lea
other students.
(2) Play catch with th
time. Make them
(3) Have the learners
snacks.

S-10. (1) Demonstrate for
visitors, "Hell-o
(2) Role play by havi
other at the class
(3) Use proper greet
arrive at school.

S-11. (1) Show the students
and sink can be f
learner how to pr
hands, and how t
(2) Take the student'
the soap or towel
proper position.

S-12. (1) Demonstrate the
the learner.
(2) Hold the tissue in
wipe his nose wit
(3) Have student imi
in front of his no

## SAMPLE SUGGESTED ACTIVITIES

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ach step is completed.

ent when and how to use courtesy

n he is courteous.

S-8. (1) Start with familiar items to the student. Generally, the student's own property. "Bring me your coat." Gradually increase the difficulty of the errand.
(2) Have the student repeat the direction before he does it.

S-9. (1) Encourage the learner to share toys with other students.
(2) Play catch with three students at the same time. Make them take turns.
(3) Have the learners take turn passing out the snacks.

S-10. (1) Demonstrate for the students how to greet visitors, "Hell-o", or shake hands, etc.
(2) Role play by having the students greet each other at the classroom door.
(3) Use proper greeting when the students arrive at school.

S-11. (1) Show the students where the soap, towels, and sink can be found. Demonstrate on the learner how to properly wash his face and hands, and how to dry them.
(2) Take the student's hand in yours and hold the soap or towel and guide them to the proper position.

S-12. (1) Demonstrate the blowing of your nose for the learner.
(2) Hold the tissue in the student's hand and wipe his nose with it.
(3) Have student imitate snorting with tissue in front of his nose.

SAMPLE SUGGESTED ACTIVITIES (cont.)

S-13. (1) Give the student several activity toys with various types of buttons, snaps, zippers, hocks, etc. on them.
(2) Help student when he is dressing. Show him how to button his clothes.

S-14. (1) Have a doll with removable shoes. Show and tell the student how to put the shoes on the doll. Let the student play with the doll.
(2) Help the student put on his shoes, gradually withdraw your help.

S-15. (1) Start with two coats on the rack, the student's and one other. Physically help him to pick out his own coat. Gradually increase the number of coats on the rack.
(2) Put a special marker on the student's coat, possibly a bright piece of colored tape.

S-16. (1) Have the student help clean the room each day. Have specific jobs for each student.
(2) See S-8.

S-17. (1) Have a period each day set aside for you and the learners to talk about their experiences past, present or future.
(2) Ask the students about their likes and dislikes-favorite television show, foods they like, etc.
(3) Show your feelings to the students.

S-18. (1) Set up activities where the students will be likely to socialize with each other - "tea parties", group games, etc.
(2) Once the students are playing in cooperation with each other, try not to interfere with their activity.

S-19. (1) Read stories or p
the learners ever
(2) Have the students
stories and retell
is about.

S-20. (1) Discuss sexual di
a student to the r
(2) Answer all questi
differences as cl
possible.

TIES (cont.)

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ch other - "tea parties", group games, etc.
are playing in cooperation with each
interfere with their activity.

S-19. (1) Read stories or play recorded stories to the learners everyday.
(2) Have the students write or scribble stories and retell you what their story is about.

S-20. (1) Discuss sexual differences when taking a student to the restroom.
(2) Answer all questions regarding sexual differences as clearly and simply as possible.

27

28

# A P P E N D I X

## NON-HANDICAPPED CURRICULUMS

Early Childhood Education in Oklahoma, Oklahoma Public Schools, Oklahoma City, Oklahoma.

Ypsilanti Early Childhood Education, Ypsilanti, Michigan.

Bank Street Approach, Bank Street College, New York, New York.

Tucson Early Education Model, Alice Paul, University of Arizona.

Engelmann-Becker Program, University of Oregon, Eugene, Oregon.

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